

# Childminder report

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Inspection date: 3 November 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## What is it like to attend this early years setting?

### The provision is good

Children feel loved and secure with this childminder. They receive a warm-hearted welcome, which helps them to settle quickly as they say goodbye to their parents. Children enjoy choosing activities they would like to engage with and politely ask for toys they would like to play with. Young children take part in role play, changing the doll's nappy with help from the childminder or pushing cars around the track. They learn new words introduced to them by the childminder and practise using these in their play. Children listen carefully during story time. They hold small cuddly toy animals that match the characters in the book. The childminder varies her voice, drawing children into the drama of the story, which helps to sustain their concentration.

Children learn to be appropriately independent. They remember to wash their hands with gentle reminders, singing 'washing hands' songs with the childminder as they go. The childminder listens to young children when they talk and repeats back to them what they have said. This allows children to learn accurate pronunciation and quickly build their confidence and self-belief. They play cooperatively with their peers, despite their early restricted social experiences because of the COVID-19 pandemic.

## What does the early years setting do well and what does it need to do better?

- The childminder has high aspirations for all children. She wants children to feel safe because 'when they feel safe and secure, they are able to learn at their best'. She values the importance of building children's language to prepare them for future learning. She prioritises listening to children and takes time to understand what they want to communicate. Young children are confident to talk and convey what they would like to do.
- The childminder builds children's understanding of new vocabulary through play. She asks questions during role play, encouraging children to have imaginative responses. Children wrap dried pasta shapes in coloured paper and offer them as pretend sweets, describing their different flavours. The childminder joins in with their enjoyment of the game and introduces additional descriptive words that contribute to children's experience of learning new vocabulary.
- The childminder has a good knowledge of children's development in all areas of learning. She makes sure that children are physically active by taking them on walks to the woods or digging in the garden. She looks for opportunities to model language throughout the day. She tells children what they are doing so that they hear vocabulary associated with their play. Young children begin to join in conversations, saying 'oh no,' when their craft gets stuck to their fingers. They listen intently as the childminder counts 'one, two, three, four, five,' as they wipe each finger clean.

- Children are engaged in their play and sustain their concentration. They particularly enjoy creating craft pictures. Young children practise their fine motor control as they cut with scissors and spread glue for their autumnal hedgehog pictures. Children are proud of their creations. Occasionally, the childminder does not always show children how they could improve their work to help them make even faster progress.
- Children behave well. The childminder encourages good manners from children. She gently reminds children to say 'please' and 'thank you' when they ask to play with the puzzles. Children respond with a smile and 'please'. Children play with one another and share with encouragement.
- Children feel safe. They build strong relationships with the childminder, who provides children with lots of cuddles, hugs and reassuring talk. This helps children to feel self-assured to quickly settle and enjoy playing with other children. The childminder places a high priority on children's well-being. She works closely with parents to ensure each child's individual needs are met, and she is flexible to adapt to the needs of families and children.
- Parents regard the childminder as a key partner in supporting the well-being and development of their child. They consider her as 'one of the family' and describe the 'sheer excitement and eagerness' their children have when they know that they will be with her. The childminder communicates regularly with parents and works with them to find a solution to support their child's development.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder knows how to recognise the signs and symptoms that may indicate that a child is at risk. She knows what to do and who to contact if she becomes concerned about a child. The childminder carefully makes sure that children are safe on trips. She uses outings as an opportunity for children to learn how to keep themselves safe. She has clear expectations of their behaviour to ensure that they can play safely. The childminder carries out regular checks of the indoor and outdoor areas to remove any possible hazards so that children remain protected.

## What does the setting need to do to improve?

**To further improve the quality of the early years provision, the provider should:**

- provide children with clear explanations that will help them improve their learning and make even more progress.

## Setting details

<b>Unique reference number</b>	EY413981
<b>Local authority</b>	Dorset
<b>Inspection number</b>	10220265
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 14
<b>Total number of places</b>	12
<b>Number of children on roll</b>	11
<b>Date of previous inspection</b>	15 November 2016

## Information about this early years setting

The childminder registered in 2010. She lives in Sandford, in Wareham, Dorset. She provides childcare four days per week for 48 weeks of the year. The childminder receives funding to provide free early years education for children aged two, three and four years old. She holds a degree in early years.

## Information about this inspection

### Inspector

Jonathan Payne

### Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The inspector discussed with the childminder how she organises the early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with key documentation on request.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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